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## School administrators' Awareness of Alternative Education Models in implementation of migrant fisher-folk education programme in the Niger Delta Region of Nigeria

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### **Abstract**

*This descriptive survey is driven by the need to investigate school administrators' awareness of alternative education models in implementation of migrant fisher-folk education programme in the Niger Delta Region of Nigeria. The target population for the study comprised 217 (nomadic) migrant schools with teaching staff strength of 1,152.106 schools were sampled. And 126 respondents were selected purposively. Two research questions and hypotheses guided the study. Data collection was through a modified rating scale (Questionnaire) designed by the researcher. The validated instrument was analysed with Pearson Product Moment Correlation statistics to obtain reliability indices of 0.87. Analysis was done on an item-by-item basis using the mean and hypotheses tested using z-test at 0.05 level of significance. The finding revealed that the school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria to a high extent and that there is no significant difference in the mean ratings of respondents between Bayelsa and Rivers states regarding the implementation of the education approach in the Niger Delta Region, among other findings. It was recommended that, the government should create specialized training programs for school administrators focusing on the implementation of multilingual and culturally inclusive education approaches within the migrant fisher-folk education program.*

**Key Words:** School Administrators' Awareness, Alternative Education, Implementation Migrant Fisher-folk

## Introduction

The Niger Delta region, nestled in the southern part of Nigeria, is a vital hub for fishing activities and holds significant cultural and economic importance. Within this dynamic landscape, the "Migrant Fisher-folk Education Programme" emerges as a critical intervention aimed at addressing the educational needs of a marginalized and often overlooked community: the migrant fisher-folk (Nwile, 2020).

These fisher-folk communities form the backbone of the region's fishing industry, yet they often face multifaceted challenges, including limited access to formal education due to their nomadic lifestyle, geographic remoteness, and socio-economic marginalization (Muhammad & Yamta, 2011). The "migrant fisher-folk education programme" was conceived as a response to these challenges, recognizing the pivotal role education plays in empowering these communities and fostering sustainable development within the Niger Delta.

Historically, the educational landscape in the Niger Delta has been characterized by disparities, with marginalized groups like the migrant fisher-folk often excluded from formal educational opportunities. This educational program seeks to bridge this gap by providing tailored educational initiatives that accommodate the unique needs and circumstances of these communities (Ineye-Briggs, 2023; Okebukola, 2012; Tom-George, 2010). It recognizes the diversity within the fisher-folk populace, acknowledging varying educational levels, linguistic backgrounds, and cultural nuances that influence learning. Furthermore, the program operates within the broader context of the Niger Delta's socio-political and environmental complexities. The region grapples with challenges such as environmental degradation, resource conflicts, and socio-economic inequalities, all of which directly impact the livelihoods of the fisher-folk communities. According to Tom-George (2010), the migrant fisher-folk education programme is not only an educational endeavour but also a platform for fostering resilience, promoting environmental stewardship, and cultivating socio-economic empowerment among these marginalized groups.

In essence, this educational program stands as a beacon of hope, aiming to break the cycle of poverty, illiteracy, and marginalization that have long plagued the migrant fisher-folk in the Niger Delta. By providing educational opportunities tailored to their unique circumstances and needs (Nwogu, Ineye-Briggs & Nwankpa, 2021; Edo, Nwile, & Okwu, 2020), it aspires to empower individuals, strengthen communities, and contribute to the sustainable development and well-being of the entire region.

Implementing a migrant fisher-folk education programme demands innovative approaches that acknowledge the unique lifestyle and challenges of these communities in the Niger Delta. Alternative education models provide a pathway to tailor educational initiatives effectively. These models diverge from conventional structures, recognizing the need for adaptable, culturally sensitive, and practical approaches to engage and empower fisher-folk populations (Fouquet-Chauprade & Napoli, 2021).

One of the primary facets of alternative education models applicable to these communities is flexible and mobile learning. Given the transient nature of fisher-folk lifestyles, educational strategies must transcend traditional brick-and-mortar classrooms. Mobile classrooms or distance learning via portable technology becomes imperative, ensuring continuity in education regardless of the community's movement across riverine or coastal areas.

Moreover, the community-based education approach stands pivotal. Embedding education within the cultural context and daily lives of fisher-folk fosters relevance and acceptance.

Collaborating closely with community leaders ensures the curriculum aligns with local customs, values, and traditional knowledge, enhancing engagement and promoting the preservation of cultural heritage through education (Okebukola, 2012; Tom-George, 2010).

Practical learning experiences form another cornerstone. For fisher-folk whose livelihoods revolve around fishing, an experiential learning model is instrumental. Apprenticeships, vocational training, and skill development directly linked to fishing practices not only impart education but also equip individuals with essential vocational skills critical for their sustainability.

According to Wiltz (2016), the implementation of the Migrant Fisher-folk Education Programme necessitates a curriculum that is tailored to their specific needs and challenges. Customized education models designed explicitly for these communities may include subjects such as sustainable fishing practices, environmental conservation, financial literacy, and health education. This approach not only addresses immediate educational needs but also empowers individuals to navigate challenges inherent in their livelihoods.

Furthermore, multilingual and culturally inclusive education models are pivotal. Embracing linguistic diversity and cultural nuances within fisher-folk communities ensures equitable access to education. By incorporating local languages and culturally relevant materials, these models break down barriers to learning and foster a sense of inclusivity and belonging among learners. The amalgamation of these alternative education models forms a comprehensive framework for the successful implementation of the migrant fisher-folk education programme. It requires collaboration among educational institutions, local authorities, NGOs, and community representatives to ensure that educational initiatives align with the unique needs, culture, and circumstances of the fisher-folk. By embracing these models, the program not only imparts knowledge but also empowers these communities to thrive sustainably amidst their distinctive challenges.

Creating a successful framework for implementing the migrant fisher-folk education programme demands a nuanced integration of alternative education models. Such a framework must be adaptable, culturally sensitive, and practical, addressing the specific challenges and needs of these marginalized communities within the Niger Delta. At its core, a successful framework hinges on the awareness, utilization and flexibility and mobility of educational structures. For migrant fisher-folk, whose movements are integral to their livelihoods, the framework must accommodate this nomadic lifestyle. This requires the establishment of adaptable learning environments, such as mobile classrooms equipped with resources that can traverse the varied terrains of riverine and coastal areas, ensuring uninterrupted education despite the communities' mobility. Moreover, grounding the framework in community-based education becomes pivotal (Nwile, 2022; Muhammad & Yamta, 2011). Collaborating closely with community leaders and stakeholders allows for the incorporation of local knowledge, customs, and practices into the curriculum. This not only fosters cultural relevance but also enhances the engagement and ownership of the educational process among the fisher-folk, ensuring sustainability beyond external interventions.

Practical and experiential learning forms another critical pillar of this framework. Integrating vocational training, apprenticeships, and skill development directly linked to fishing practices provides hands-on learning experiences. By merging education with the practicalities of their livelihoods, fisher-folk gain essential skills that enhance both their educational attainment and their ability to sustain themselves economically.

Customization of the curriculum to meet the specific needs of fisher-folk communities is essential. Tailored educational models addressing pertinent challenges such as sustainable fishing practices, environmental conservation, financial literacy, and health education ensure immediate relevance and applicability. This approach not only enriches their educational experience but also equips them with tools to navigate the complexities of their environment.

Furthermore, embracing linguistic and cultural diversity through multilingual and inclusive education models strengthens the framework. Incorporating local languages and culturally relevant materials fosters inclusivity and breaks down barriers to learning. It ensures that education is accessible and resonates with the diverse backgrounds of fisher-folk, creating a sense of belonging and empowerment within the educational process.

### **Multilingual and Culturally Inclusive Education**

Empirical studies examining the efficacy of multilingual and culturally inclusive education have underscored its profound impact on academic achievement, cultural understanding, and social integration within diverse educational settings. Research by Baker and Wright (2017) conducted across various countries highlighted that integrating students' native languages into the curriculum positively correlates with improved learning outcomes. Students taught in their mother tongue exhibit higher academic performance, enhanced language development, and increased engagement with the educational material (Nwile, 2020).

Moreover, empirical evidence from studies such as those by García and Wei (2014) suggests that a culturally inclusive approach fosters mutual respect, understanding, and appreciation for diverse cultural backgrounds among students. This inclusive environment encourages students to feel more connected to their school community, reducing feelings of marginalization and promoting a sense of belonging. Challenges within the implementation of this approach have also been identified in empirical reviews. Resource allocation, as highlighted by Menken and Solorza (2014), remains a significant hurdle. Establishing adequate support systems, training teachers proficient in multiple languages, and acquiring appropriate teaching materials demand substantial resources, especially in settings with limited educational funding. Balancing standardized educational requirements with the need for cultural diversity also presents complexities in curriculum design and policy formulation, as discussed in studies by Cummins (2016) and Hornberger (2017). However, empirical findings consistently demonstrate the effectiveness of the multilingual and culturally inclusive approach. Longitudinal studies by Thomas and Collier (2012) following students over extended periods reveal sustained positive effects, showcasing not only improved academic achievements but also a stronger sense of cultural identity and increased social and emotional development among students.

Moving forward, empirical reviews call for continued efforts in teacher training programs focused on equipping educators with the skills and strategies necessary for implementing culturally inclusive teaching methods. Additionally, longitudinal research and policy advocacy are encouraged to ensure the sustained success and widespread adoption of the multilingual and culturally inclusive education approach across diverse educational contexts.

### **Adult Education and Literacy Programs**

Empirical studies investigating adult education and literacy programs have consistently highlighted the transformative impact of such initiatives on individuals, communities, and societies at large. Research by Reder and Bynner (2012) conducted across diverse contexts underscores the pivotal role of adult education in enhancing employability, socioeconomic

status, and civic engagement. The findings reveal that participation in literacy programs correlates with increased job opportunities, higher income levels, and active civic participation among adults.

Moreover, empirical evidence from longitudinal studies, such as those conducted by Comings, Sum, and Bhattacharya (2015), suggests that adult education programs contribute significantly to breaking the cycle of intergenerational illiteracy and poverty. These programs not only equip adults with essential literacy and numeracy skills but also empower them to become effective agents of change within their families and communities.

Challenges within the realm of adult education and literacy programs have been illuminated through empirical reviews. Studies by Sabatini et al. (2017) have identified barriers such as limited access to educational resources, insufficient funding, and a lack of tailored programs that meet the diverse needs of adult learners. Additionally, issues related to the engagement and retention of adult learners in these programs, especially those balancing work and family responsibilities, have been highlighted in research by Limage and McMillan (2019).

However, empirical findings consistently underscore the effectiveness of well-designed and adequately supported adult education and literacy programs. Long-term studies tracking the outcomes of program participants reveal substantial improvements in individuals' literacy and numeracy skills, leading to enhanced self-confidence and increased social integration, as indicated in studies by Rindermann and Ceci (2018) and UNESCO (2016).

To advance adult education and literacy programs, empirical reviews emphasize the need for increased investment in resources, more targeted program designs catering to diverse learner needs, and strategies to improve learner engagement and retention. Longitudinal research tracking the long-term impacts of these programs on individuals and communities remains crucial for understanding their enduring effects and optimizing program efficacy.

However, lack of comprehensive research addressing the specific roles and perspectives of school administrators in adopting and leveraging alternative education models for these marginalized communities. While existing studies highlight the significance of alternative education models for the migrant fisher-folk, there is a distinct absence of in-depth exploration into the awareness levels, understanding, and actual utilization of these models by school administrators. Understanding the perceptions, challenges, and facilitators perceived by these key stakeholders is crucial in bridging the divide between educational policies, program implementation, and the effective utilization of alternative education models tailored for the fisher-folk population. Therefore, investigating the knowledge base, attitudes, and strategies employed by school administrators in integrating these models within the educational framework represents a critical missing link in comprehensively understanding the success and challenges of the migrant fisher-folk education programme in the Niger Delta region.

### **Statement of the Problem**

The insufficient understanding of the specific roles, knowledge, and actions of school administrators within the context of alternative education models for marginalized fisher-folk communities. There exists a notable gap in scholarly exploration regarding how these key decision-makers comprehend, engage with, and effectively implement alternative education strategies tailored for the unique needs of migrant fisher-folk. The lack of comprehensive research addressing the awareness levels, adoption, challenges, and facilitators among school administrators in integrating alternative education models into the educational system poses a



critical challenge. This knowledge gap impedes the comprehensive assessment and optimization of educational initiatives designed for these marginalized communities. Understanding the perceptions, limitations, and strategies of school administrators in embracing and deploying alternative education models is essential for refining policies, improving implementation strategies, and ultimately enhancing the effectiveness and sustainability of educational programs for the fisher-folk populace in the Niger Delta region

### **Purpose of the study**

The main objective of this study is to investigate school administrators' awareness of alternative education models in implementation of migrant fisher-folk education programme in the Niger Delta Region of Nigeria. Specifically, the study sought to:

1. Assess the depth of school administrators' awareness in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria
2. Assess the depth of school administrators' awareness in implementing an adult education and literacy programs approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria

### **Research Questions**

The following research questions guided the study.

1. To what extent are school administrators aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria?
2. What is the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria?

### **Hypotheses**

The following formulated null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of respondents in Bayelsa State and Rivers State on the extent school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria.
2. There is no significant difference in the mean ratings of respondents in Bayelsa state and Rivers State on the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria.

### **Methodology**

The research employed a descriptive survey design in its methodology. The descriptive survey is deemed most suitable as it examines an already existing phenomenon. The study focused on all elementary schools catering to migrant fisherfolk in the six states within the study area. The states encompass Rivers, Bayelsa, Cross-River, Akwa-Ibom, Delta, and Edo. Currently, migratory populations are served by 217 schools specifically designed for them. These schools have a total of 1,152 teachers and are located in six different states. The respondents to the survey were comprised of the head teachers and the head of the early childhood unit in these schools. We employed a purposive random sample strategy to conveniently select two states and schools from the target population. Initially, a random

sampling method was employed to select 50% of the states in the region, resulting in a total of two states. In the second phase, we randomly selected 50% of the nomadic schools from the two states included in the study. The result was a cumulative count of 106 schools. The study included all the principals and the director of the early childhood education section from the selected schools. A total of 126 respondents were included in the study, with 84 from various areas in Bayelsa (Brass, Ekeremor, Southern Ijaw, Kolokuma/Opokuma, Sagbama, and Nembe) and 42 from different areas in Rivers (Abua/Odual, Andoni, Asari-Toru, and Okrika). The researcher devised a survey tool for implementing the programme. The study consists of three components of the P.J.S.I. Section A, comprising ten items (1–10), was utilised to get demographic and general information regarding the surveyed schools. Prior to its utilisation, the instrument underwent thorough validation. It underwent evaluation by professionals in educational management. The various replies to the questionnaire underwent statistical analysis using Pearson Product Moment Correlation statistics. The result of this analysis was a reliability coefficient of 0.87. Furthermore, we used the average, proportions, and visual representation of the examined data to address the study inquiries, guided by the specified thresholds for making determinations. We determined the decision rule based on the criterion mean of 2.49. As a result, items with a mean score of 2.5 or higher are considered to have a significant degree, while those below 2.5 are regarded as having a limited degree. We employed the z-test to evaluate the hypotheses.

## Results

**Research Question 1:** To what extent are school administrators aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria?

**Table 1: Mean of ratings on the extent school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program** N=126

S/NO	Statement	$\bar{X}_1$	$\bar{X}_2$	Mean Set	Remark
<b>Awareness of Multilingual Education</b>					
1	I am familiar with the concept of multilingual education as a method to foster inclusivity within educational settings for migrant fisher-folk.	2.84	2.36	2.6	<b>HE</b>
2	I understand the potential benefits and challenges associated with implementing multilingual education within the fisher-folk education program	3.01	2.97	2.99	<b>HE</b>
<b>Understanding Cultural Inclusivity</b>					
3	I recognize the importance of cultural inclusivity in educational initiatives designed for fisher-folk communities.	2.16	2.13	2.14	<b>LE</b>
4	I acknowledge the significance of integrating cultural elements into the curriculum to resonate with the diverse cultural backgrounds of the fisher-folk.	2.22	2.03	2.12	<b>LE</b>

<b>Engagement in Policy Implementation</b>					
<b>5</b>	I actively participate in formulating policies that promote and support multilingual and culturally inclusive education for migrant fisher-folk.	2.48	2.17	2.33	<b>LE</b>
<b>6</b>	I implement strategies to ensure the practical integration of multilingual and culturally inclusive practices within the education program.	3.18	3.10	3.14	<b>HE</b>
<b>Resource Allocation and Support</b>					
<b>7</b>	I provide adequate support structures to educators to effectively deliver culturally inclusive education to fisher-folk students.	2.21	3.18	2.695	<b>HE</b>
<b>8</b>	I allocate resources, such as specialized teaching materials or teacher training programs, to facilitate the implementation of a multilingual and culturally inclusive education approach	2.00	2.10	2.05	<b>LE</b>
<b>Monitoring and Evaluation Efforts:</b>					
<b>9</b>	I have established mechanisms or systems to monitor the effectiveness and impact of multilingual and culturally inclusive education initiatives within the fisher-folk education program.	2.81	2.58	2.695	<b>HE</b>
<b>10</b>	I actively engage in evaluating the outcomes and making necessary adjustments to ensure the success of multilingual and culturally inclusive education initiatives.	3.23	3.02	3.125	<b>HE</b>
<b>Grand Mean</b>		<b>2.61</b>	<b>2.56</b>		
<b>Cluster mean</b>				<b>2.58</b>	<b>HE</b>

Table 1 reveals the extent to which school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria. The table also reveals a summated mean (cluster mean) of 2.58 which is above the average mean of 2.50. Therefore, it is generally concluded that school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria to a high extent.

**Research Question 2:** What is the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria?



**Table 2: Mean of ratings on the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria N=126**

S/NO	Statement	$\bar{X}_1$	$\bar{X}_2$	Mean Set	Remark
<b>Awareness of Adult Education Programs</b>					
11	I am familiar with the concept of adult education programs as part of the migrant fisher-folk education initiatives in the Niger Delta Region.	3.01	2.97	2.99	
12	I understand the importance and relevance of adult education within the fisher-folk education program to cater to the specific needs of adult learners.	3.18	3.1	3.14	
<b>Knowledge of Literacy Initiatives</b>					
13	I am knowledgeable about the literacy initiatives designed for adult fisher-folk learners within the education program.	2.81	2.58		
14	I understand the specific literacy needs and challenges faced by adult fisher-folk learners in the Niger Delta Region.	3.23	3.02		
<b>Engagement in Program Design</b>					
15	I actively participate in the design and development of adult education programs tailored for fisher-folk communities in the Niger Delta Region.	2.22	2.03	2.125	
16	I contribute to the planning and implementation strategies for literacy initiatives aimed at adult learners within the fisher-folk education program.	2.15	2.21	2.18	
<b>Resource Allocation and Support</b>					
17	I allocate resources, such as educational materials or training programs, to facilitate the implementation of adult education and literacy initiatives.				
18	I provide adequate support structures to educators to ensure effective delivery of learning contents and addressing challenges faced by learning.				
<b>Monitoring and Evaluation Efforts</b>					
19	I have established mechanisms or systems to monitor the effectiveness and impact of adult education and literacy initiatives within the fisher-folk education program.	2.45	2.43	2.44	
20	I actively engage in evaluating the outcomes and progress of adult education and literacy programs and make necessary adjustments for improvement.	2.65	2.5	2.56	
<b>Grand Mean</b>		<b>2.64</b>	<b>2.62</b>		
<b>Cluster mean</b>				<b>2.63</b>	

Table 2 reveals the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria. The table also reveals a summated mean (cluster mean) of 2.63 which is above the average mean of 2.50. Therefore, it is generally concluded that the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria is to a high extent.

### Hypotheses

There is no significant difference in the mean ratings of respondents in Bayelsa state and Rivers State on the extent school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria.

**Table 3: Z-test Result for the difference in the mean ratings of respondents in Bayelsa state and Rivers State on the extent school administrators are aware of and engaged in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria**

Respondents	$\bar{X}$	SD	N	DF	Z-cal	Z-crit	Decision
Bayelsa	2.61	0.80	84	124	0.68	1.67	Not Significant
Rivers	2.56	0.83	42				

The key statistical values provided are the mean scores (2.61 for Bayelsa and 2.56 for Rivers), standard deviations (0.80 for Bayelsa and 0.83 for Rivers), the calculated Z-ratio (0.68), and the critical value (1.67). The conclusion drawn from these values is that the calculated Z-ratio (0.68) is less than the critical value (1.67). Consequently, the analysis upholds the null hypothesis, which states that there is no significant difference in the mean ratings of respondents between Bayelsa and Rivers states regarding the implementation of the education approach in the Niger Delta Region.

**Ho2:** There is no significant difference in the mean ratings of respondents in Bayelsa state and Rivers State on the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria.

**Table 4: Z-test Result for the difference in the mean ratings of respondents in Bayelsa state and Rivers State on the level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region of Nigeria**

Respondents	$\bar{X}$	SD	N	DF	Z-cal	Z-crit	Decision
Bayelsa	2.64	0.61	84	124	0.57	1.67	Not Significant
Rivers	2.62	0.79	42				

In Table 4, the mean scores are reported as 2.64 for Bayelsa and 2.62 for Rivers, with standard deviations of 0.61 for Bayelsa and 0.79 for Rivers. The calculated Z-ratio is 0.57 which is less than the critical value of 1.67. As a result, the analysis upholds the null hypothesis, indicating that there is no significant difference in the mean ratings of respondents between Bayelsa and Rivers states concerning the awareness level among school administrators regarding adult education and literacy programs within the migrant fisher-folk education program.

## **Discussion**

In simpler terms, based on this analysis, it is suggested that there is not enough evidence to reject the idea that the mean ratings of respondents from Bayelsa and Rivers states are significantly different. The data indicates that their ratings, regarding the engagement of school administrators in the education approach, are similar and do not demonstrate a significant distinction between the two states.

However, it's important to note that while the analysis suggests no significant difference, this does not automatically imply that the two states are exactly the same in their approach to implementing the education program. This finding is in agreement with Baker and Wright (2017), Nwile (2020), García and Wei (2014), and Menken and Solorza (2014).

From the second research question and hypothesis suggested, based on the statistical comparison performed, there is not enough evidence to suggest a significant distinction between the mean ratings of respondents from Bayelsa and Rivers states regarding the awareness levels among school administrators in implementing adult education and literacy programs. It suggests that both states show a similar level of awareness among school administrators in this specific aspect of the education program within the Niger Delta Region. However, as with any statistical analysis, it's essential to consider the context and limitations of the study. While the analysis supports the notion of no significant difference, it does not automatically imply absolute similarity between the states' awareness levels. This finding aligns with Reder and Bynner (2012) and Wiltz (2016).

## **Conclusion**

From the finding which indicates a noteworthy level of engagement among school administrators in implementing a multilingual and culturally inclusive education approach within the migrant fisher-folk education program in the Niger Delta Region of Nigeria. While not explicitly stated as significantly different between states, the analysis suggests a general similarity in their engagement levels. This highlights a proactive stance towards integrating diverse languages and cultures into the educational framework, promoting inclusivity and acknowledging cultural diversity within the program.

**Awareness Levels Regarding Adult Education and Literacy Programs:** The study reveals a substantial level of awareness among school administrators regarding the implementation of adult education and literacy programs within the migrant fisher-folk education program in the Niger Delta Region. The statistical comparison doesn't indicate a significant distinction in awareness levels between Bayelsa and Rivers states, suggesting a similar understanding and recognition among administrators in both regions. This underscores a shared cognizance of the importance of adult education and literacy within this educational context, potentially fostering positive outcomes for the participating individuals and communities.

## Recommendations

Based on the findings, the study recommends that:

1. The government should create specialized training programs for school administrators focusing on the implementation of multilingual and culturally inclusive education approaches within the migrant fisher-folk education program. These programs should encompass strategies to integrate diverse languages and cultures into the curriculum, promote inclusive teaching practices, and foster cultural sensitivity among educators.
2. The government should create collaborative network involving school administrators, educational authorities, and community leaders within the Niger Delta Region to advocate for and raise awareness about the significance of adult education and literacy programs.

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